

Jane Grinde—Project Director

Betsy Prueter—Project Coordinator

Ruth Anne Landsverk—Family Partnerships Coordinator

Pen Bruskin—VISTA Leader

Josh Cowles, Hannah Schulz, Erica Spurgeon—Editorial Board

DPI VISTA Monthly

Why Principals Need Partnership Action Teams

By Ruth Anne Landsverk

Inside this issue:

VISTAs in the News	3
Recipe of the Month	3
Hey, that's a good idea!	3
VISTA to VISTA Interview	4-5
VISTA Event Calendar	7
Grant Opportunities	8
Birthdays	8

Save the Dates!

May 7– 15:

AmeriCorps Week Activities

May 13:

AmeriCorps Closing Ceremony

May 14:

Promising Practices Write-ups Due

May 21:

Action Plans Due

May 27:

VISTA Check-in

June 1:

VISTA Future Plans Forms Due

We know that principals are essential to the success of Partnership Action Teams, both as team members and school leaders. Principals provide time, space, and funds for the team to meet and conduct its work. They also affirm the importance of partnerships to school staff, families, students, and the community. (From *Developing Successful Partnership Programs* by Joyce L. Epstein and Natalie Rodriguez Jansorn, Principal, Jan/Feb 2004.)

But why do principals need Action Teams? If you're trying to convince your principal or supervisor to continue the Partnership Action Team next year when you'll be off pursuing new adventures, here are some good, research-backed reasons why it pays off for children, families, and *principals* to invest time and effort in sustaining the Action Team.

1. Your school is half-way there. It takes time to build an effective Action Team. School partnership programs that are good to excellent need at least two years of work. Data from 2008-09 show that, on average, schools that worked in the National Network of Partnership Schools (NNPS) for at least two school years improved their programs. (NNPS Type 2 Newsletter, Spring 2010).

2. Your principal will be in good company. Most principals strongly support their

school's Action Team, NNPS schools said. Almost all (92%) of NNPS member schools reported that their principal was a member of their Action Team, provided time for teams to meet, and actively encouraged families and teachers to participate in partnership activities. (NNPS Type 2 Newsletter, Spring 2010)



3. Teachers want family involvement. Three out of four teachers say family involvement is "absolutely essential" for improving student academic achievement. In fact, the 40,000 teachers responding to the 2010 MetLife Survey of the American Teacher placed family involvement and support just behind "effective and engaged teachers" as most important to impacting student academic achievement (www.scholastic.com/primarysources).

4. Community partnerships net big results for schools. Recent studies by the Community Involvement Program of the Annenberg Institute for School Reform, based in

Providence, RI, have found that community organizing contributed to advancements for schools that included upgraded school facilities and staffing, better learning programs, greater parent and community involvement, and new funding for family services and after-school programs.

(Kavitha Mediratta, *Constituents of Change: Community Organizations and Public Education Reform*: NY Institute for Education and Social Policy, 2004)

5. "Hard-to-reach" families aren't! When schools take time to thoughtfully organize partnership activities to eliminate barriers of time, language, income, and job constraints, most families are likely to be involved in their children's education. (Sanders, M. (2009). *Principals Matter: A Guide to School, Family, and Community Partnerships*. Thousand Oaks, CA: Corwin.)

6. Students do better in school. If their parents are involved, students are more likely to earn higher grades, take tougher courses, have better attendance and behavior, and graduate and go on to higher education. Say no more. Action teams organize partnerships and get'em done! (Henderson, A. (2002) *A New Wave of Evidence*. Austin, TX. Southwest Educational Development Laboratory)



The Cost of Poverty

by Betsy Prueter

Sometimes it can be difficult to remain focused on the big picture: the “why” or the “so what” or the “why am I doing this again?” When you’re buried in reports, emails, meetings and more reports (sound familiar to anyone?) it’s no wonder we struggle occasionally to feel part of something bigger. I thought it might be time for us to take a moment to remember the original (and present) mission and purpose of VISTA- to remove the barriers that prevent individuals from moving out of poverty; and for many VISTAs in our project, the focus is on addressing poverty-related challenges for children and families.

As VISTAs you are part of a *national* effort to eliminate poverty. And certainly, there are compelling reasons for this effort, all well documented. For instance, recent data from the Census Bureau’s 2006 American Community Survey indicates that there are over 13 million children living in poverty in the United States. Furthermore, as you are all probably aware and likely have seen in your sites and communities, children growing up below the poverty line have poorer health outcomes, lower educational achievement, and are more likely to become involved with the criminal justice system compared to children growing up in more economically stable households. Additionally, as data can also show- adults who grew up in poverty are less likely to go to college and hold a job later in life (source: Human Services Policy Center, 2007).

That’s the stuff we know. Most of us can refer to these challenges and inequities fairly easily. But there is another significant and well documented reason for working towards eradicating poverty- it’s *expensive*. Seems a little ironic doesn’t it? But recent estimates suggest that a society with so many children growing up in poverty costs the U.S. \$500 billion annually (that’s almost 4% of our GDP!). This cost is in the form of lost earnings, involvement with the criminal justice system, and healthcare costs (source: Human Services Policy Center, 2007).

In Wisconsin, we have a child poverty rate of 15% which is approximately 192,000 children. On average, this costs the state of Wisconsin \$7.2 billion dollars each year. When I run across statistics like this they absolutely stagger me. And I think of how important a program like VISTA is on so many levels. Not only are you working to improve the lives of families and others on a daily basis, but with the effort of VISTA and community organizers across the country, we could actually save our state and country billions of dollars. Just think of what we could do with those funds! That’s kind of a new rationale isn’t it? Next time someone asks you why you are doing VISTA, tell them you’re just trying to be fiscally responsible.

For more information on the research currently being done on poverty, here are some good websites:

National Center for Children in Poverty	http://www.nccp.org
Institute for Research on Poverty	http://www.irp.wisc.edu/
Global Issues	http://www.globalissues.org/
Wisconsin Council on Children	http://www.wccf.org/



Erica’s Corner

by Erica Spurgeon

As the weather gets nicer, VISTAs are ready to get out of our winter shell and start having some fun!

However, something that many of us have already figured out is that the things we like to do for fun can often cost us quite a bit of money. With this in mind, I have compiled a list of awesome, fun, super cheap (or even free!) things to have fun doing:

1. The beach. Most beaches are free to the public for hanging out and for swimming. Take advantage of this. Bring a book and some friends and “chill” under the warm sun.
2. Farmer’s markets. These are free, unless you decide to purchase the delicious produce, cookies, cheese, or whatever there is, which I highly recommend.
3. A hike. This is not only fun and healthy, but cheap. Take a look at the wild life and scenery and just breathe in the fresh Wisconsin air.
4. Go camping. While you may have to pay for the site, it’s relatively cheap, especially when you bring friends.
5. Canoe! Again, there may be a fee, but throw two others in the canoe to help with the cost and the paddling.
6. Outdoor concerts. Many of us live in an area that has concerts outside. Bring a blanket, food, beverages, and friends, and enjoy the music!
7. Go to the fair. While this can be thought of more as a fall activity, the fair is a great and cheap place to be. They often have specials to get in for free or at a cheaper price, so keep your eyes peeled for special discounts.
8. Grill out! Hhhmmmm, the smell of hotdogs and hamburgers on the grill. Need I say more?
9. Grow a garden. Growing a garden is fun, and a lot of people might be inspired to participate with you. Plus, who doesn’t love eating the food they’ve grown?

Remember, long grueling winters help make us appreciate the few months of summer we have; so get out there and enjoy it!

For more cheap or free things to do in your area, check out:
http://attractions.uptake.com/wisconsin/cheap_vacations.html

Recipe of the Month:

Tamale Lentil Casserole

By Becky Smith

Ingredients:

- 1 tbsp. vegetable oil
- 1 large onion, chopped
- 1 medium bell pepper, chopped
- 2 cloves garlic, chopped
- 3 cups water
- 1 1/4 cup dried lentils
- 1 can tomato sauce
- 1 pkg. taco seasoning

1. Heat oil. Cook onion, pepper, and garlic together.
2. Stir in water, lentils, sauce and seasoning and bring to a boil. Reduce to low heat, cover, and simmer for 35-40 minutes.
3. Heat oven to 400° F. Grease a 2 quart (9x13) casserole dish. Spread topping (recipe below) over the lentil mixture. Bake 15-20 minutes uncovered, until golden brown.

Topping:

- 1 pkg. cornbread muffin mix (8.5 oz)
- 1 can cream style corn (8.5 oz)
- 1/2 cup shredded cheddar cheese
- 1/4 cup milk
- 1 egg

Becky says, "This is a super easy, super yummy recipe that I received from a former roommate. It makes a lot, so consider serving it to guests or take some with you each day for lunch. Enjoy!"



"Hey! That's a good idea!"

Casey Burns and Angela Rumsey, VISTAs with the Milwaukee School District, have been working to sustain parental involvement at the Milwaukee Public Schools, district-wide.

They helped draft an Action Plan for the District Level activities, taking a step forward in helping the district and community members identify concrete steps that the district will take.

DECISION MAKING

Stephanie Dorman, VISTA with the West Allis/West Milwaukee School District, created "Longfellow Girls' Night," a family engagement event to bring female students and their female family members together at the school. Families and students in attendance were able to interact with their

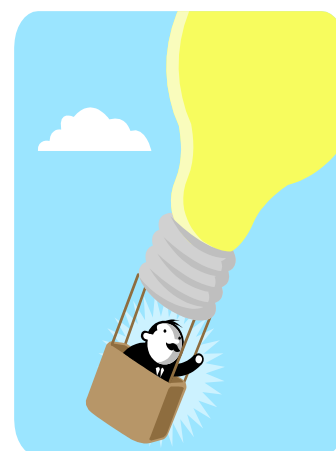
family members, the special guest-speaker, and one another in conversations about questions, values and goals.

COLLABORATING

Jim Handorf, VISTA with the Madison Public Library, organized a volunteer network with the Madison Public Library. Volunteers have been translating job help documents into Spanish and have also been asked to be in charge of creating best practices documentation to lay out how to best help patrons in different situations. This network has not only helped patrons, but will build the capacity of the library and the Madison community to provide these services.

VOLUNTEERING

Kristine Nadolski, VISTA



with the Wausau Public School District, kicked off a district-wide Family University Network (F.U.N), as an effort to promote parent education workshops in a fun, engaging way. Families in attendance were offered options for parent workshops on healthy lifestyles, child development, dealing with stress, and strategies for completing homework.

PARENTING, LEARNING AT HOME

VISTAs in the News



Josh Cowles and Sara Byrnes—Fond du Lac Public Library

Created a Job Opportunity Center at the Fond du Lac Public Library to provide library services to displaced workers.

www.serve.gov/stories_detail.asp?tbl_servestories_id=354

Sylvia Sedrak—Wausau Early Childhood Program

Helped organize a series of Cooking Classes for busy parents in the Wausau School District. Demonstrations will be conducted by Marathon County's Public Health Nutritionist.

<http://www.wsaw.com/sunrise7/headlines/89670227.html>

Becky Smith—Madison Public School District

Helped in the organization of Leopold Elementary's annual Black History Month program on February 25.

www.themadisontimes.com/articles/middlespread/middlespread-march-11-2010

Passing Over Ownership

By Pen Bruskin

When we talk about our project's goals we refer to the importance of capacity-building and sustainability. But as much as we think about these things throughout our terms, it can be hard to wrap our head around what they actually *mean* until the last few months of your term. So it's with that in mind that I've outlined some key questions to ask (and answer) yourself. This way, you don't find yourself scrambling to put things into place before you finish your service.

Key questions you want to ask (and answer):

1. **Who are the key leaders?** Even if you're renewing for a second year of service you should be identifying individuals who will step into leadership positions. Whether these are staff members, parents, or others, this is the time to meet with them to figure out how your programs or initiatives might move ahead (and be sustained) into the summer and fall. This is also important information to share with VISTAs or staff members who may be taking your positions once your term is over.
2. **How will you pass on communication?** Do you remember the feeling in your first few days as a VISTA when you had only a vague idea of what you had signed up for? Compare this to the amount of information you have now to educate and facilitate future events, partnerships, donation-requests, etc. Just think about how valuable it would have been for you to know everything you know now. For future VISTAs at your site, or even staff and community members, your ability to pass on resources and experiences may make the difference in sustaining your site's efforts. Think of your sustainability binders as a *guiding tool* rather than just a record of what you have been doing this year.
3. **What are ways sites can continue to build on your success?** We are aware that we collect a lot of reports and forms, but believe me; it is done with a purpose! We care about our sites and want our efforts to be lasting, so documents like the VAD are meant to be stepping stones towards creating partnerships, tangible programs and resources, and a lasting environmental buy-in for our project's initiatives. In addition, your site has spent a good deal of time supervising you and giving you the direction to address the goals they identified when applying for our project. If you think a partnership or parental involvement initiative is important to your site, make sure to communicate this to your site. Be sure to review documents like the VAD (and reports) and help your site recognize next steps.

Jim's Lists: Part 1

By Jim Handorf



I was commissioned to write a funny article. I'm not a good writer and I'm not funny, so here's a bunch of lists. (Part 2 coming next month)

Things to talk to Betsy and Pen about to make them like you:

1. Cleveland Cavaliers
2. Board games
3. Folk Music
4. Cats
5. How great Madison is, even if you don't think Madison is great

Worst parts of being a VISTA besides not making money:

1. Even though people are still more interested in you, you're still about as interesting as a cactus
2. Your parents still want to know when the things your work is really about will start helping pay rent
 3. Bi-weekly Reports
4. They don't tell you when you sign up that your education award is taxed so heavily it removes 1/7 of the value
 5. Bi-weekly Reports



Abby Churchill is serving with the University of Wisconsin– Madison Education Outreach and Partnerships in Madison, WI.

Hannah: What is the last book you read?

Abby: I most recently finished *The Time Traveler's Wife* and I am currently reading *Welcome to the Monkey House* by Kurt Vonnegut.

Hannah: If you could be a superhero, what would you want your superpowers to be?

Abby: I would have the ability to stop time for the world around me with the exception of my immediate environment.

Hannah: If you could be in your 20s in any other decade, which would you choose, and why?

Abby: The late 60s and early 70s. I would have enjoyed becoming active in radical feminist and anti-racist actions along with participating in the budding lesbian and gay movement.

Hannah: Who is your favorite author, and why?

Abby: I have never been good at answering questions about my favorite book, movie, TV show, and the sorts because I simply don't have one. My default answer for books is always *The Giver* by Louis Lowry. It was my favorite book growing up- I would read and re-read the book in one night. I can understand why it is on the list of banned books: *The Giver* asks for its readers to imagine the unimaginable about

Top AmeriCorps Buzz Words or Phrases to Really Make it Seem Like You Know What You're Doing, Which You Will Hear 150 times in any teleconference:

1. Sustainable
2. Community Partners
3. (Item) - Drive
4. Committee
5. Asset Map

VISTA to VISTA with Abby Churchill and Hannah Schulz

a future for the human race. It pushed for the expansion of my creative boundaries while I examined all that I value about life as-is. Lowry, without the swaying sarcasm of Vonnegut, allows for his reader to decide what's at the heart of our future as we advance our understanding of science, technology, and nature. It was a sobering reality for a 5th grader. *Of course* the government would want to ban such candid revelations from our youth of today!

Hannah: *What is your biggest pet-peeve?*

Abby: People who refuse to recycle, people who think that lactose-intolerance shouldn't be taken very seriously "because they have it too and it's not that bad," and people who don't chew their food with their mouth closed (or slurp their soup/cereal. It makes me want to pull my hair out, even though I really like my hair).

Hannah: *If you could snap your fingers and instantly teleport yourself to anywhere in the world, where would it be and why?*

Abby: In India doing yoga and meditation somewhere in the Himalayas. Why? Well, it sounds like it would be a life-altering experience that I would love to have.

Hannah: *If someone wrote a biography about your life, what would you like the title to be?*

Abby: Not a clue... but I would probably get in touch with the people who know me best and ask them for various words to describe me. Then I'd put them into a Wordle and let Wordle decide which words should be in my title.

Hannah: *Where did you go to college, and where was your favorite place on campus?*

Abby: UW-Madison, and my favorite place on campus is probably the Terrace.

Hannah: *What three words would your friends use to describe you, and why?*

Abby: Well that's what my Wordle would tell me. :)



Hannah Schulz is currently serving with Parents Plus, Inc at the Indian community School of Milwaukee in Franklin, WI.

Abby: *What was one game that you (and your siblings, if you have any) made up and played when you were younger?*

Hannah: One game that we used to play was "Church." We would get dressed up in play clothes and set up chairs for pews in the playroom, and then we would take turns being the minister, choir, and congregation of our make-believe Church. While this is not really made up, not too many other people I know played that when they were younger.

Abby: *Did you ever wish you had a different name? If so, what name would you have chosen?*

Hannah: Honestly, I have never really wanted a different name. When I was born my name was very unique. There were not a whole lot of Hannah's where I grew up that were my age. I was one of two and I liked that!

Abby: *Did you ever have any Beanie Babies? If yes, how many? Which was your favorite?*

Hannah: Oh my goodness yes. My favorite was Patti the Platy-

pus. She was the first Beanie Baby that I ever got, and was actually one of the first Beanie Babies every made.

Abby: *Do you crack your knuckles? Which ones are the most satisfying to crack?*

Hannah: Yes, although it is not a very good habit of mine. I probably most enjoy cracking my pointer finger on my right hand, to be specific. After writing for a long period of time it gets very sore and it feels good to crack it.

Abby: *Have you ever loved and lost? If so, give us one metaphor that best describes the situation?*

Hannah: I have. In a way, I think that love and loss go hand-in-hand. The world is constantly changing and nothing ever remains the same, especially people. When you love someone and they somehow change, whether good or bad, you may feel a sense of loss for who they were before. My motto is, that what doesn't kill me makes me stronger.

Abby: *Give us three scenarios of what your life could look like if we were to sit down with you for coffee in five years.*

Hannah: I believe that the following can be achieved together, but for the sake of this question I will put them as different scenarios. 1. I will have my Masters in Counseling Psychology and will hopefully be working as a school counselor. Where, I am not so sure. I would really love to move out East if I have the means to do so. 2. I will be married and taking some time off from work to focus on starting a family and/or raising my children. 3. We will have to be seeing each other via "Skype" because I will be traveling all across Europe.

Abby: *If you could snap your fingers and jump onto the road of "success," what would that success look like for you? (personal and/or professional)*

Hannah: For me, professional success would include being established as a school counselor in a district that respects, supports, and challenges me. As for personal success, to me, that just means being happy and content in whatever I am doing. I can't look ahead to my future and know for certain where I am going to be, or who I am going to be with. As long as I am happy and able to do the things that I love, I will consider my life to be successful.

Abby: *What's the most creative and/or satisfying gift you have ever given?*

Hannah: My mom, dad, sisters, brothers-in-law, and I worked together to make a scrapbook for my grandparents when they moved into their nursing home and could not take a lot of pictures with them. There was pictures from all the way back when my dad was younger, to more current pictures of the family. I will never forget the expression on my grandmother's face. That in itself was worth all of the hard work.

Abby: *Which of your friends lives the furthest away from you and where do they live?*

Hannah: I think my friend Rachel lives the furthest away. When we were sophomores in high school, she and her family moved south to New Orleans.

Abby: *If your legacy were to be one quote of your words that would better the lives of the next generation, what would that quote say?*

Hannah: This is not original whatsoever, but "Be an example." My favorite quote is Gandhi's "Be the change you wish to see in the world." I really try to live my life according to that idea of taking ownership of your life and how you want things to go for yourself and others. You have to be an example of your principals every single day, or it means nothing.

Money Saving Tip of the Month:

Pack a Lunch

By Juan Mallach, former AmeriCorps office associate



The exercise of packing your lunch for work has numerous benefits. First and foremost, you are not at the mercy of the lunch lady or what your particular eatery might have in stock. If you want waffles at 2pm, no one will object it is past 11am and only the lunch menu is available! Furthermore, your lunch is at your fingertips, you have just eliminated the lunch line or the commute to locate a suitable lunch spot. Time is money. Also, you ensure you eat what you want by packing your own lunch. Last, but definitely not least, *you will save money*. You figure anytime you step foot in a restaurant, it is going to cost you at least \$6 and upwards of \$12.

Here are the top 5 reasons to pack your lunch at least twice a week (info provided by http://www.kidshealth.org/teen/food_fitness/nutrition/packing.html):

1. **Control.** Leave the long lunch line (and your hunger) behind. Just sit down, open your lunchbox, and dig in! By the time your friends join you, you'll have finished your homemade veggie wrap and will probably be well into that slice of Aunt Gina's apple pie.
2. **Variety.** It doesn't hurt to cave in and enjoy the occasional serving of chicken nuggets and hot dogs. But if you're eating these foods all the time, your body probably feels ready for a change. A packed lunch a couple of times a week means you can enjoy some favorites that you might not find at school - like a

piping hot thermos of your mom's chicken soup; hummus and pita; or some crisp, farm-stand apples.

3. **Planning.** If you have a big game or activity after school, plan ahead and pack some high-energy **snacks** to keep you going through the late afternoon. Some ideas: a fruity yogurt with a handful of almonds mixed in, your own "trail" mix of dried fruit and nuts or sunflower seeds, or a bagful of baby carrots. Pack enough of these and you can dip into them between classes so you don't feel tempted to stuff your face at lunch.

4. **Cold hard cash.** A vending-machine candy bar and soda every day can equal the price of a movie ticket by the end of the week. Add an allowance-denting \$5 for a fast-food lunch and a couple of bucks for ice cream and you could have taken your date to the movie, too. If you pack your lunch a couple of times a week, put the money you save aside. Amazing how \$15 a week adds up to \$60 by the end of the month - or more than \$500 by the end of the school year.

5. **That warm and fuzzy feeling.** Remember when your mom or dad used to pack your lunch? Pack yourself a retro lunch featuring your old favorites. Or maybe a doting parent will join your trip down memory lane and pack one for you. (Don't be surprised to find a PB&J, a box of animal crackers, and a note that says, "I love you.")

Understanding White Privilege

By Becky Smith and Sylvia Sedrak

A few weeks ago we attended the White Privilege Conference in La Crosse, WI. www.uccs.edu/~wpc/index.htm The WPC is a national conference that "... provides a forum for critical discussions about diversity, multicultural education and leadership, social justice, race/racism, sexual orientation, gender relations, religion and other systems of privilege/oppression." We wanted to give you some resources we brought from the conference as well as share some of our own reflections. Below we highlight some of the resources we received, speakers we heard, and sessions we attended.

1. **Tim Wise:** www.timwise.org/

One of the most recognized speakers and writers about White Privilege. He has an excellent website with his books, essays, blog and recommended reading lists.

2. **Peggy McIntosh:**

www.feministzine.com/feminist/modern/WhitePrivilege-MalePrivilege.html

Many people have read or at least heard of her essay "Unpacking the Invisible Knapsack." If you've read it before, it's proba-

bly worth another read. If you're new to the concept of White Privilege, we would recommend reading this first.

3. **Paul Gorski:** paulgor-ski.v2efoliomn.mnscu.edu/

This site has awesome information for people working in educational settings. Becky went to his workshop - and found it really interesting.

4. **Dr. Joy DeGruy:** www.joydegruy.com/index.html

She spoke at the conference this year and was amazing. Her work is probably a bit advanced if you're not familiar with topics of privilege and oppression, but her concept of Post Traumatic Slave Syndrome is fascinating and worth a read.

5. **Teaching Tolerance:** www.tolerance.org/
- Great resource for people working in educational settings.

6. **Food Deserts:** <http://growingpower.org>

Growing Power is working to fight a rising food desert in Milwaukee and is a great local resource. However, it is important to consider this concept in a racial context. Food deserts-which happen when grocery stores close and people are forced to purchase their food from gas stations or fast

food places- may be the result of institutionalized racism such as the red lining of people of color.

7. **30 Day Show:** www.fxnetworks.com/shows/originals/30days

Sylvia strongly encourages you to check out the "30 Day" show on FX network about Islam. She had a great discussion with a man who had grown up in a very Christian family, considered entering the ministry but chose to get his Masters Degree in Religious Studies. His work has gained great respect in the Muslim community and it was powerful to me the impact he could have on both communities, especially during this time in America. Check his music out at

www.alexschein.com.

8. **Blacking Up:** <http://newsreel.org>

Hip Hop started 30 years ago as a voice for the oppressed but it has evolved in its purpose and interpretation. The film, *Blacking Up*, explores the identity of white rap fans as 1) reinforcing an ugly history and mimicking "blackness" and 2) alternatively, providing a new face of racial understanding.

May VISTA Events

SUN	MON	TUE	WED	THU	FRI	SAT
						1 Young Athletes Program—Wausau 3:30p–4:30p
2	3 Play and Learn— Wausau 3:30p–5:00p	4	5	6 Spanish Language Club—Wausau 4:15p–5:00p Muffins w/Mom & Community Clean-up @ Grant—Milwaukee 8:00a	7 AmeriCorps Week: Scarecrow Art Contest Deadline	8 Young Athletes Program—Wausau 3:30p–4:30p Community Partnership Event @ Grant—Milwaukee 11:00a–3:00p
9 AmeriCorps Week: Lunch and Learn @ Growing Power	10 Play and Learn— Wausau 3:30p–5:00p AmeriCorps Week: Kickball—Madison	11 AmeriCorps Week: Book Group Conference Call Employment Workshop @ Madison Public Library—Madison 6:00p–7:30p	12	13 Family Fun Night @ Leigh Yawkey Woodson Art Museum—Wausau 6:00p–7:00p AmeriCorps Week: Closing Ceremonies @ Mount Horeb	14 AmeriCorps Week: Writing and Recipe Submission Deadline	15 Young Athletes Program—Wausau 3:30p–4:30p Volunteer Celebration @ Grant—Milwaukee 12:30p–3:30p AmeriCorps Week: Picnic in Milwaukee
16	17 Play and Learn— Wausau 3:30p–5:00p	18 Pajama Story Night @ Grant—Milwaukee 6:00–6:45p	19	20	21 Hot Dog Sale for Grant @ Walmart— Milwaukee 11:00a–7:00p	22 Young Athletes Program—Wausau 3:30p–4:30p Hot Dog Sale for Grant @ Walmart—Milwaukee 11:00a–7:00p
23 Hot Dog Sale for Grant @ Walmart— Milwaukee 11:00a–7:00p	24 Play and Learn— Wausau 3:30p–5:00p	25 Family Night and Volunteer Appreciation @ the School Forest—Wausau 5:30p–7:00p	26	27 Spring Concert @ Grant—Milwaukee 6:30p	28	29
30	31					

EVENT CONTACTS

- For more information on events in Wausau, contact Sylvia Sedrak at ssedrak@wausau.k12.wi.us. All events will be held at A.C. Kiefer unless otherwise noted.
- For more information on events at Grant in Milwaukee, contact Robyn Krimke at krimkerb@milwaukee.k12.wi.us.
- For more information on events at the Madison Public Library, contact Jim Handorf at handorf@uwalumni.com.

“Go to the people. Learn from them. Live with them. Start with what they know. Build with what they have. The best of leaders when the job is done, when the task is accomplished, the people will say we have done it ourselves.”

Lao Tzu

Grant Opportunities

Dollar General: Youth Literacy Grants

Dollar General Literacy Foundation Youth Literacy Grants provide funding to schools, public libraries, and nonprofit organizations that help students below grade level or experiencing difficulty reading. Maximum award: \$3,000. Eligibility: Organization must be located in Dollar General's 33-state operating territory and must be within 20 miles of the nearest Dollar General Store. (A store locator is available at www.dollargeneral.com). Deadline: May 21, 2010. www.dollargeneral.com/dgliteracy/Pages/youth_grants.aspx

ASM Materials Education Foundation: Grants for Teachers

The ASM Materials Education Foundation is sponsoring grants to enhance awareness of materials science and the role of materials scientists in society through curricula. ASM International has local chapters across North America, with members willing to work closely with local teachers to develop and implement these lessons; cooperative proposals among several teachers are welcome. Maximum award: \$500. Eligibility: teachers K-12.

Deadline: May 25, 2010.
<http://asmcommunity.asminternational.org/portal/site/www/Foundation/Educators/TeacherGrants/>

MetLife Foundation: Partners in Arts Education Program

The MetLife Foundation Partners in Arts Education Program enhances arts learning in K-12 public schools by supporting exemplary community school/public school partnerships that serve large numbers of public school students during the school day; exemplify best practices in creating and sustaining effective partnerships; provide pedagogically sound arts education experiences; prioritize student learning and achievement; and address national, state, and/or local arts education standards. Maximum award: \$20,000. Eligibility: organizations that are full members in good standing of the National Guild of Community Schools of the Arts. Non-member organizations should submit a membership application and first-year dues payments at least one week prior to submitting an application. Must be located in certain cities – see application guidelines.

Deadline: May 26, 2010.
www.nationalguild.org/programs/partners.htm

Campbell's: Labels for Education

The Campbell's, Inc. Labels for Education Program gives schools free educational equipment in exchange for labels from Campbell products. Maximum award: varies. Eligibility: Schools or parents coordinate label drives to raise resources for

schools.

Deadline: N/A.
www.labelsforeducation.com/about-the-program.aspx

PTO: Today's Parent Group of the Year

PTO Today's Parent Group of the Year Contest is an opportunity to showcase your hard work while giving your school the chance to win cash and prizes. Maximum Award: \$3,000, plus 60 cases of personalized fundraising chocolate (\$3,000 value) from World's Finest Chocolate. Eligibility: all parent groups – PTO, PTA, HSA, PTC, etc.; public and private schools; rural, suburban, and urban schools.

Deadline: June 1, 2010.
www.ptotoday.com/pgy/

AAAS: Leadership in Science Education Prize for High School Teachers

The American Association for the Advancement of Science Leadership in Science Education Prize for High School Teachers recognizes high school science teachers for the development and implementation of innovative methods for teaching,



encouraging the next generation of scientists. Science teachers must be nominated by an administrator within their school, their district, or their state who is in a position to know the nominee's work and to assess the extent of its impact on others. Maximum award: \$1,000. Eligibility: teachers currently employed as science instructors in a public or private school for grades 9-12 in the United States or its territories.

Deadline: May 21, 2010.
www.aaas.org/aboutaaas/awards/

